

### QRSD Required Literacy Assessments: Kindergarten

Input data by:	September 21, 2016	November 18, 2016	January 25, 2017	March 15, 2017	May 12, 2017
Kindergarten: ALL Students	<b>AIMSweb:</b> - Letter Naming Fluency (LNF) - Letter Sound Fluency (LSF)  <b>Concepts About Print (CAP)</b>  <b>Letter Identification:</b> - ALL capitals & lowercase letters - All sounds  <b>GOLD (State Mandated)</b>	<b>Fountas &amp; Pinnell:</b> - Benchmark Assessment System (Benchmark: Instructional B)	<b>AIMSweb:</b> - Letter Naming Fluency (LNF) - Letter Sound Fluency (LSF) - Phoneme Seg Fluency (PSF) - Nonsense Word Fluency (NWF)		<b>Fountas &amp; Pinnell:</b> - Benchmark Assessment System (Benchmark: Instructional D) <b>Do not assess above Level J</b>  <b>AIMSweb:</b> - Letter Naming Fluency (LNF) - Letter Sound Fluency (LSF) - Phoneme Seg Fluency (PSF) - Nonsense Word Fluency (NWF)  <b>GOLD (State Mandated)</b>
Kindergarten: Not Meeting Benchmarks	<b>PAST</b> (Phonological Awareness Skills Test)	<b>All Letter Sounds</b> (prior to end of trimester)	<b>Fountas &amp; Pinnell:</b> - Benchmark Assessment System (Benchmark: Instructional C)  <b>Concepts About Print (CAP)</b>  <b>Letter Identification:</b> - ALL capitals & lowercase letters - ALL Sounds	<b>Fountas &amp; Pinnell:</b> - Benchmark Assessment System (Benchmark: Instructional C)  <b>Teachers College (TCRWP):</b> - High Frequency Words	<b>Teachers College (TCRWP):</b> - High Frequency Words  <b>Concepts About Print (CAP)</b>  <b>Letter Identification:</b> - ALL capitals & lowercase letters - ALL sounds
Intervention Meetings:	<b>Week of September 19/26, 2016</b>	<b>Week of November 28, 2016</b> *Trimester 1 Ends 12/1/16	<b>Week of January 30, 2017</b>	<b>Week of March 27, 2017</b> *Trimester 2 Ends 3/15/17	<b>Week of June 5, 2017</b>

(Please remember to enter additional data for students “not meeting benchmarks” on Q: drive by dates listed above.)

- At the end of the school year, the F&P folder should indicate the instructional level of each student in November, January, March, and May (as applicable).
- Enter the Foundations Unit Test Scores on the Q drive in the Foundations folder.

**Kindergarten AIMSweb Benchmarks**

<b>Letter Naming Fluency ( LNF)</b>	Performance Level	Fall	Winter	Spring
Kindergarten	4	33+	55+	64+
	<b>3</b>	<b>21-32</b>	<b>44-54</b>	<b>52-63</b>
	2	7-20	32-43	41-51
	1	0-6	0-31	0-40
<b>Fundations:</b> Letter Naming Fluency - Mid Year Benchmark (52 letter names)				

<b>Letter Sound Fluency ( LSF)</b>	Performance Level	Fall	Winter	Spring
Kindergarten	4	15+	39+	49+
	<b>3</b>	<b>5-14</b>	<b>27-38</b>	<b>39-48</b>
	2	1-4	15-26	29-38
	1	0	0-14	0-28
<b>Fundations:</b> Letter Sound Fluency - Mid Year Benchmark (25 sounds)				
<b>Fundations</b> also has "Sound Identification Fluency" - Administrator says letter sounds and student tells the letters that make those sounds.				
Mid Year Benchmark (19 letters)				

<b>Phoneme Segmentation (PSF)</b>	Performance Level	Fall	Winter	Spring
Kindergarten	4	n/a	43+	59+
	<b>3</b>	<b>n/a</b>	<b>30-42</b>	<b>48-58</b>
	2	n/a	11-29	35-47
	1	n/a	0-10	0-34
<b>Fundations:</b> Phoneme Segmentation Fluency - End Year Benchmark (40 Sounds)				

<b>Nonsense Word Fluency (NWF)</b>	Performance Level	Fall	Winter	Spring
Kindergarten	4	n/a	37+	53+
	<b>3</b>	<b>n/a</b>	<b>25-36</b>	<b>40-52</b>
	2	n/a	15-24	28-39
	1	n/a	0-14	0-27
<b>Fundations:</b> End-Year Benchmark (44 correct letter sounds; 7 whole words read)				

## Concepts About Prints (CAP) Benchmarks 2016-2017 (based on Teachers College Reading &amp; Writing Project)

Kindergarten	Performance Level	September	November	January	March	May/June
	4	6 - 13	11 - 13	12 - 13	n/a	n/a
	3	5	10	11	13	13
	2	2 - 4	8 - 9	9 - 10	10 - 12	12
	1	0 - 1	0 - 7	0 - 8	0 - 9	0 - 11

Letter **Identification** (Capitals & Lowercase) Benchmarks 2016 – 2017 (based on Teachers College Reading & Writing Project)

Kindergarten	Performance Level	September	November	January	March	May/June
	4	13 - 54	30 - 54	42 - 54	n/a	n/a
	3	12	18 - 29	30 - 41	42 – 54	54
	2	7 - 11	12 - 17	18 - 29	30 – 41	40 – 53
	1	0 - 6	0 – 11	0 - 17	0 – 29	0 – 39

Letter **Sound** Benchmarks 2016 – 2017 (based on Teachers College Reading & Writing Project)

Kindergarten	Performance Level	September	November	January	March	May/June
	4	4+	14+	20+	n/a	n/a
	3	3	9 – 13	15 – 19	20 – 26	26
	2	2	5 - 8	9 – 14	13 – 19	15 – 25
	1	1	0 – 4	0 - 8	0 – 12	0 – 14

Teachers College **Sight Word List** Benchmarks 2016 – 2017 (based on Teachers College Reading & Writing Project)

Kindergarten	Performance Level	September	November	January	March	May/June
	4	4+	10+	18+	25+	35+
	3	2 – 3	7 – 9	12 -17	17 - 24	25 – 34
	2	1	3 – 6	6 – 11	9 – 16	17 – 24
	1	n/a	0 - 2	0 – 5	0 – 8	0 – 16

**QRSD Required Literacy Assessments: Grade One**

<b>Input data by:</b>	<b>September 21, 2016</b>	<b>November 18, 2016</b>	<b>January 25, 2017</b>	<b>March 15, 2017</b>	<b>May 12, 2017</b>
Grade One: ALL Students	<b>Fountas &amp; Pinnell:</b> - Benchmark Assessment System (Benchmark: Instructional D/E)  <b>AIMSweb:</b> - Letter Naming Fluency (LNF) - Letter Sound Fluency (LSF) - Phoneme Seg Fluency (PSF) - Nonsense Word Fluency (NWF)		<b>Fountas &amp; Pinnell:</b> - Benchmark Assessment System (Benchmark: Instructional G)		<b>Fountas &amp; Pinnell:</b> - Benchmark Assessment System (Benchmark: Instructional J) * Do not assess above a Level M
Grade One: Not Meeting Benchmarks	<b>PAST</b> (Phonological Awareness Skills Test)  <b>QPS</b> (Quick Phonics Screener)  <b>Teacher's College (TCRWP):</b> - High Frequency Words	<b>Fountas &amp; Pinnell:</b> - Benchmark Assessment System (Benchmark: Instructional F)	<b>AIMSweb:</b> - Phoneme Seg Fluency (PSF) - Nonsense Word Fluency (NWF)	<b>Fountas &amp; Pinnell:</b> - Benchmark Assessment System (Benchmark: Instructional H)  <b>Teacher's College (TCRWP):</b> - High Frequency Words	<b>AIMSweb:</b> - Phoneme Seg Fluency (PSF) - Nonsense Word Fluency (NWF)
<b>Intervention Meetings:</b>	<b>Week of September 19/26, 2017</b>	<b>Week of November 28, 2016</b> <b>*Trimester 1 Ends 12/1/16</b>	<b>Week of January 30, 2017</b>	<b>Week of March 27, 2017</b> <b>*Trimester 2 Ends 3/15/17</b>	<b>Week of June 5, 2017</b>

**(Please remember to enter additional data for students "not meeting benchmarks" on Q: drive by dates listed above.)**

- At the end of the school year, the F&P folder should indicate the instructional level of each student in September, November, January, March, and May (as applicable).
- Please include copies of assessments throughout the year that would be helpful to next year's teacher.
- Enter the Foundations Unit Test Scores on the Q drive in the Foundations folder.

## Grade One AIMSweb Benchmarks

<b>Letter Naming Fluency ( LNF)</b>	Performance Level	Fall	Winter	Spring
Grade One	4	57+	68+	75+
	<b>3</b>	<b>47-56</b>	57-67	63-74
	2	36-46	44-56	50-62
	1	0-35	0-43	0-49

<b>Letter Sound Fluency ( LSF)</b>	Performance Level	Fall	Winter	Spring
Grade One	4	41+	60+	67+
	<b>3</b>	<b>31-40</b>	48-59	54-66
	2	21-30	36-47	41-53
	1	0-20	0-35	0-40

<b>Phoneme Segmentation (PSF)</b>	Performance Level	Fall	Winter	Spring
Grade One	4	51+	60+	66+
	<b>3</b>	<b>41-50</b>	<b>51-59</b>	<b>56-65</b>
	2	29-40	41-50	46-55
	1	0-28	0-40	0-45

**Foundations:** Phoneme Segmentation - End Year Benchmark: 45 sounds

<b>Nonsense Word Fluency (NWF)</b>	Performance Level	Fall	Winter	Spring
Grade One	4	49+	73+	95+
	<b>3</b>	<b>34-48</b>	<b>54-72</b>	<b>68-94</b>
	2	22-33	40-53	51-67
	1	0-21	0-39	0-50

**Foundations:** Nonsense Word Fluency - Mid Year Benchmark (70 correct letter sounds; 21 whole words read); End Year Benchmark (96 correct letter sounds; 30 whole words read)

<b>Teachers College Sight Word List Benchmarks 2016 – 2017 (based on Teachers College Reading &amp; Writing Project)</b>						
<b>Grade One</b>	<b>Performance Level</b>	<b>September</b>	<b>November</b>	<b>January</b>	<b>March</b>	<b>May/June</b>
	4	35+	50+	90+	125+	140+
	3	25-34	35-49	50-89	90-124	125-139
	2	17-24	25-34	35-49	50-89	90-124
	1	0-16	0-24	0-34	0-49	0-89

**QRSD Required Literacy Assessments: Grade Two**

<b>Input data by:</b>	<b>September 21, 2016</b>	<b>November 18, 2016</b>	<b>January 25, 2017</b>	<b>March 15, 2017</b>	<b>May 12, 2017</b>
Grade Two: ALL Students	<b>Fountas &amp; Pinnell:</b> - Benchmark Assessment System (Benchmark: Level J/K)		<b>Determination of reading level for all students required.</b> Options for obtaining reading levels: See Required and Suggested Literacy Assessments and Resources at the end of this document		<b>Fountas &amp; Pinnell:</b> - Benchmark Assessment System (Benchmark: Level M) <b>(Do not assess above a Level P)</b>
Grade Two: Not Meeting Benchmarks	<b>QPS</b> (Quick Phonics Screener)  <b>Teacher’s College (TCRWP):</b> - High Frequency Words	<b>Teacher’s College (TCRWP):</b> - High Frequency Words <b>Fountas &amp; Pinnell</b> - Benchmark Assessment System (Benchmark: Level K)	<b>Fountas &amp; Pinnell:</b> - Benchmark Assessment System (Benchmark: Level L)	<b>Teacher’s College (TCRWP):</b> - High Frequency Words <b>Fountas &amp; Pinnell:</b> - Benchmark Assessment System (Benchmark: Level L)	<b>Teacher’s College (TCRWP):</b> - High Frequency Words
<b>Intervention Meetings:</b>	<b>Week of September 19/26, 2017</b>	<b>Week of November 28, 2016</b> <b>*Trimester 1 Ends 12/1/16</b>	<b>Week of January 30, 2017</b>	<b>Week of March 27, 2017</b> <b>*Trimester 2 Ends 3/15/17</b>	<b>Week of June 5, 2017</b>

**(Please remember to enter additional data for students “not meeting benchmarks” on Q: drive by dates listed above.)**

**Teachers College Sight Word List Benchmarks 2016 – 2017 (based on Teachers College Reading & Writing Project)**

<b>Grade Two</b>	<b>Performance Level</b>	<b>September</b>	<b>November</b>	<b>January</b>	<b>March</b>	<b>May/June</b>
	4	140+	150+	165+	180+	200
	3	125-139	130-149	140-164	160-179	175-199
	2	90-124	105-129	120-139	135-159	155-174
	1	0-89	0-104	0-119	0-134	0-154

- The word lists only go up to List H (List A-H = total of 200 words)
- At the end of the school year, the F&P folder should indicate the instructional level of each student in September, November, January, March, and May (as applicable).
- Please include copies of assessments throughout the year that would be helpful to next year’s teacher.
- F&P Benchmark Assessments: Do not assess above a **Level P** (one year above grade level).
- Enter the Foundations Unit Test Scores on the Q drive in the Foundations folder.

### QRSD Required Literacy Assessments: Grade Three

	<b>QRSD Required Literacy Assessments: Grade Three</b>				
<b>Input data by:</b>	<b>September 21, 2016</b>	<b>November 18, 2016</b>	<b>January 25, 2017</b>	<b>March 15, 2017</b>	<b>May 12, 2017</b>
Grade Three: ALL Students	<b>Fountas &amp; Pinnell:</b> - Benchmark Assessment System (Benchmark: Level M/N)				<b>Fountas &amp; Pinnell:</b> - Benchmark Assessment System (Benchmark: Level P) <b>(Do not assess above Level S)</b>
Grade Three: Not Meeting Benchmarks	<b>CORE/QPS</b> (Phonics Assessment)  <b>Teacher's College (TCRWP):</b> - High Frequency Words	<b>Fountas &amp; Pinnell or Alternative Assessment.</b> Options for obtaining reading levels: See Required and Suggested Literacy Assessments and Resources at the end of this document. (Benchmark: Level N)	<b>Fountas &amp; Pinnell:</b> - Benchmark Assessment System( Benchmark: Level O)	<b>Fountas &amp; Pinnell or Alternative Assessment</b> Options for obtaining reading levels: See Required and Suggested Literacy Assessments and Resources at the end of this document. (Benchmark: Level O)	
<b>Intervention Meetings:</b>	<b>Week of September 19/26, 2017</b>	<b>Week of November 28, 2016</b> <b>*Trimester 1 Ends 12/1/16</b>	<b>Week of January 30, 2017</b>	<b>Week of March 27, 2017</b> <b>*Trimester 2 Ends 3/15/17</b>	<b>Week of June 5, 2017</b>

**(Please remember to enter additional data for students "not meeting benchmarks" on Q: drive by dates listed above.**

- At the end of the school year, the F&P folder should indicate the instructional level of each student in September, January, and May (as applicable).
- Please include copies of assessments throughout the year that would be helpful to next year's teacher.
- Enter the Foundations Unit Test Scores on the Q drive in the Foundations folder.



<b>QRSD Required Literacy Assessments: Grades Four, Five, and Six</b>					
<b>Input data by:</b>	<b>September 21, 2016</b>	<b>November 18, 2016</b>	<b>January 25, 2017</b>	<b>March 15, 2017</b>	<b>May 12, 2017</b>
Grades 4-6: ALL Students	<b>Fountas &amp; Pinnell:</b> - Benchmark Assessment System				<b>Fountas &amp; Pinnell:</b> -Benchmark Assessment System
Grades 4-6: Not Meeting Benchmarks		<b>Fountas &amp; Pinnell or Alternative Assessment</b> Options for obtaining reading levels: See Required and Suggested Literacy Assessments and Resources at the end of this document	<b>Fountas &amp; Pinnell:</b> - Benchmark Assessment System	<b>Fountas &amp; Pinnell or Alternative Assessment</b> Options for obtaining reading levels: See Required and Suggested Literacy Assessments and Resources at the end of this document	
<b>Intervention Meetings:</b>	<b>Week of September 19/26, 2017</b>	<b>Week of November 28, 2016</b> <b>*Trimester 1 Ends 12/1/16</b>	<b>Week of January 30, 2017</b>	<b>Week of March 27, 2017</b> <b>*Trimester 2 Ends 3/15/17</b>	<b>Week of June 5, 2017</b>

**(Please remember to enter additional data for students "not meeting benchmarks" on Q: drive by dates listed above.)**

- At the end of the school year, the F&P folder should indicate the instructional level of each student in September, January, and May (as applicable).
- Please include copies of assessments throughout the year that would be helpful to next year's teacher.
- Grade 4: F&P Benchmark Assessments: Do not assess above a **Level V** (one year above grade level).
- Grade 5: F&P Benchmark Assessments: Do not assess above a **Level Y** (one year above grade level).
- Grade 4: Enter the Foundations Unit Test Scores on the Q drive in the Foundations folder.

	<b>Academic Performance Levels</b>
<b>4</b>	<p style="text-align: center;"><b>Exceeds the Standard</b></p> <p>The student consistently <b>exceeds grade level standards and expectations</b>. Performance is characterized by <b>self-motivation</b> and the ability to apply the skills with consistent accuracy, <b>independence</b>, and a <b>high-level</b> of quality.</p>
<b>3</b>	<p style="text-align: center;"><b>Meets the Standard</b></p> <p>The student consistently <b>meets grade level</b> standards and expectations. Performance is characterized by the ability to apply skills with <b>accuracy, independence, and quality with minimal assistance</b>. This is an excellent level of achievement, and one that a student should be working toward as <b>developmentally</b> appropriate.</p>
<b>2</b>	<p style="text-align: center;"><b>Progressing Toward the Standard</b></p> <p>The student is <b>progressing towards grade level standards</b> and expectations. Performance <b>varies</b> in consistency with regard to accuracy and quality. Student requires <b>additional practice and support</b>.</p>
<b>1</b>	<p style="text-align: center;"><b>Not Meeting The Standard</b></p> <p>The student is <b>not meeting grade level standards</b> and expectations. <b>Additional instruction, practice and support</b> is necessary to move toward grade level standards and expectations.</p>
<b>NA</b>	<p style="text-align: center;"><b>Not Addressed at this time</b></p>

Fountas & Pinnell **INDEPENDENT LEVEL** Expectations for Reading

	Trimester 1 November	Trimester 2 March	Trimester 3 June	Performance Level
Kindergarten	B+	D+	E+	4
	A	B/C	C/D	3
	Below A	A	B	2
		Below A	Below B	1
Grade 1	H+	J+	K+	4
	E/F/G	G/H/I	I/J	3
	D	F	H	2
	Below D	Below F	Below H	1
Grade 2	L+	M+	N+	4
	J/K	K/L	L/M	3
	I	J	K	2
	Below I	Below J	Below K	1
Grade 3	O+	P+	Q+	4
	M/N	N/O	O/P	3
	L	M	N	2
	Below L	Below M	Below N	1
Grade 4	R+	S+	T+	4
	P/Q	Q/R	R/S	3
	O	P	Q	2
	Below O	Below P	Below Q	1
Grade 5	U+	V+	W+	4
	S/T	T/U	U/V	3
	R	S	T	2
	Below R	Below S	Below T	1
Grade 6	X+	Y+	Z	4
	V/W	W/X	X/Y	3
	U	V	W	2
	Below U	Below V	Below W	1

## How to determine INDEPENDENT level:

- At levels A-K: 95-100% accuracy with excellent or satisfactory comprehension.
- At levels L-Z: 98-100% accuracy with excellent or satisfactory comprehension.

## **Required & Suggested Literacy Assessments and Resources**

### **Reading Literature & Informational Texts**

- Fountas & Pinnell Benchmark Assessment
- Reading Conference Notes (also refer to Conference Points in each Unit of Study lesson)
- Observations (conference notes, small-group notes, turn-and-talk notes...)
- Graphic Organizers
- Oral retelling/responses
- Written responses
- Post-it notes
- Readers' Notebook entries
- F&P "Observation for Evidence of Thinking" (Within, Beyond, and About the Text)
- Teachers College Reading Assessments
- Teachers College Common Core-Aligned Performance Assessments

#### **Resources:**

Refer to F&P Continuum Sections:

- *Interactive Read-Aloud & Literature Discussion*
- *Shared & Performance Reading*
- *Writing About Reading*
- *Guided Reading*
- Readers' Workshop Units of Study
- Calkins' Writing Units

## **Foundational Skills:**

- F&P Benchmark Assessment
- TCRWP High Frequency Words
- Foundations Assessments
- Concepts About Print
- Letter ID checklist
- Letter Sound checklist
- Aimsweb
- Reading Conference Notes
- Running Records
- Rubrics
- Checklists
- QPS (Quick Phonics Screener)
- CORE (Consortium on Reading Excellence) Phonics Survey
- PAST (Phonological Awareness Skills Test)

*Located in F&P Assessment Form Book:*

- Six Dimensions Fluency Rubric pg. 166 (BAS 1 book)
- Phonics & Word Analysis assessments pgs. 169-252 (BAS 1 book)
- Guide for Observing and Noting Reading Behaviors pg. 334 (BAS 1 book)

## **Resources:**

Refer to F&P Continuum Sections:

- *Phonics, Spelling, and Word Study*
- *Detailed Phonics Continuum PreK-8*
- Foundations
- Readers' Workshop Units of Study
- Calkins' Writing Units

## **Speaking & Listening:**

- Observations (engagement notes, conference notes, small-group/partner/whole class notes, turn-and-talk notes, sharing circle, share and show, shared reading, interactive writing...)
- Checklists
- Conference Notes
- Rubrics
- Classroom Presentations

### **Resources:**

Refer to F&P Continuum Sections:

- *Oral, Visual and Technological Communication*

## **Language & Vocabulary**

- F&P Benchmark Assessment
- Reading Conference Notes
- Observations (engagement notes, conference notes, small-group notes, turn-and-talk notes...)
- Checklists
- Writing samples w/ rubrics
- Running records
- Words Their Way Spelling Inventory
- Word sorts

*F&P "Assessment Forms" book:*

- Vocabulary Assessments pgs. 257 - 328 (BAS 1 book)
- Guide for Observing and Noting Reading Behaviors pg. 334 (BAS 1 book)

### **Resources:**

Refer to F&P Continuum Sections:

- *Interactive Read-Aloud & Literature Discussion*
- *Shared & Performance Reading*
- *Guided Reading*

## **Writing**

- Writing rubrics
- Conferring Notes
- Writing samples w/ rubrics
- Notebook entries

### **Resources:**

Refer to F&P Continuum Sections:

- *Writing About Reading*
- *Writing*
- *Oral, Visual and Technological Communication*
- Calkins' Units of Study
- Calkins' Teachers College Website

***\* Copies of assessments and additional resources can be found on the QRSD website under "Staff" - click on "Elementary Curriculum, Instruction, and Assessment"***